



## Briggs Elementary

1012 Congaree Drive  
Florence, South Carolina

<b>Grades</b>	K-6 Elementary School	
<b>Enrollment</b>	674 Students	
<b>Principal</b>	Martin Schmid	843-664-8169
<b>Superintendent</b>	Larry Jackson	843-669-4141
<b>Board Chair</b>	Porter Stewart	843-669-6395

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	Below Average
2007	Good	Good
2006	Average	Below Average
2005	Average	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

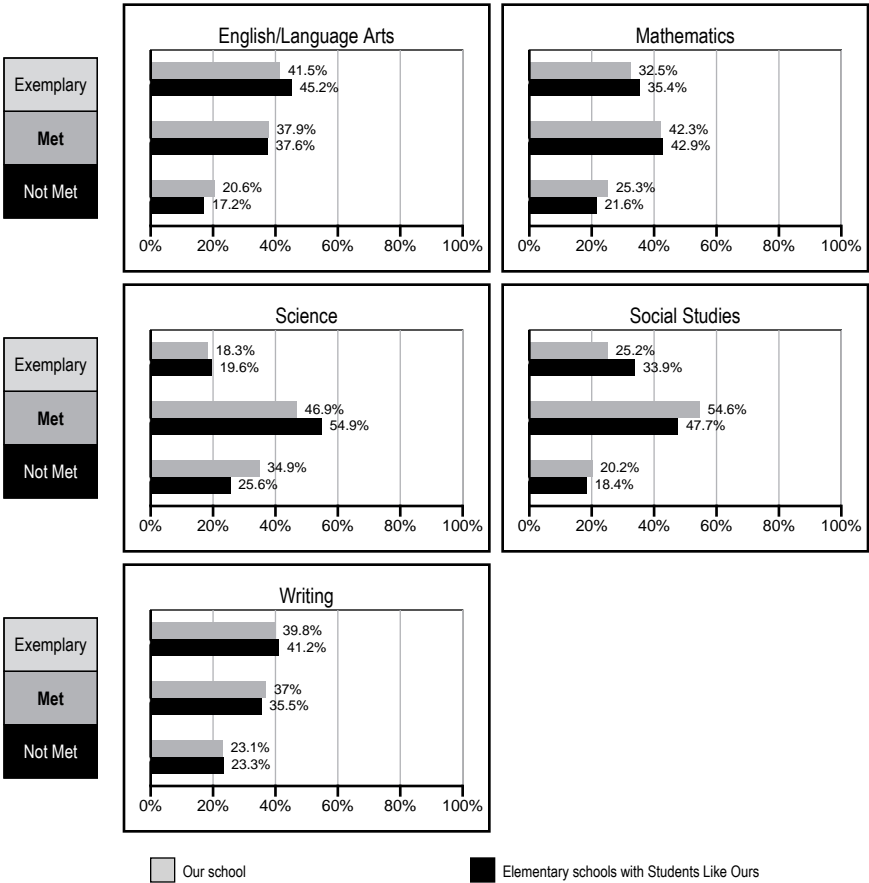
96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
18	36	35	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=674)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 83.7%	100.0%	100.0%
Retention rate	3.1%	Down from 3.2%	1.6%	1.9%
Attendance rate	96.3%	Up from 96.2%	96.4%	96.3%
Eligible for gifted and talented	14.5%	Down from 16.1%	15.0%	10.0%
With disabilities other than speech	15.0%	Up from 10.6%	7.3%	7.7%
Older than usual for grade	0.7%	Down from 1.3%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	54.3%	Down from 57.8%	61.4%	59.4%
Continuing contract teachers	84.8%	Down from 86.7%	84.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.7%	Up from 87.6%	88.6%	85.9%
Teacher attendance rate	95.6%	Up from 94.6%	95.1%	95.1%
Average teacher salary*	\$47,171	Up 3.9%	\$48,458	\$47,149
Professional development days/teacher	12.5 days	Up from 7.4 days	11.5 days	11.1 days
<b>School</b>				
Principal's years at school	10.0	No Change	6.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 15.8 to 1	19.5 to 1	18.8 to 1
Prime instructional time	90.6%	Up from 89.7%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,438	Up 4.6%	\$6,985	\$7,458
Percent of expenditures for instruction**	67.5%	Up from 65.3%	68.9%	68.8%
Percent of expenditures for teacher salaries**	62.7%	Up from 61.4%	60.8%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The entire Briggs community is to be commended for their initiative, dedication, and hard work during the 2008-09 school year. We pride ourselves on the philosophy of meeting the needs of all of our students. Making a difference with each individual student is our main emphasis. Our school-wide efforts continue to be directed toward established goals that are aligned to Florence School District One. "Briggs Thinks Green" was our yearly theme. Students and staff members participated in several service-learning projects that benefited local and national organizations.

We are extremely proud of the following:

- Significant improvement in the number of students scoring Proficient and Advanced on PASS
- ImPACT plan implemented to address state standards utilizing data from MAP and COMPASS assessment tools that identify specific areas of need for each child
- School-wide commitment to early literacy evidenced through our LEAP Lab and Writing Teacher
- Vigorous commitment to technology noted by the allocation of notebook computers, LCD projectors, Smartboards, and several software programs (United Streaming, Brain Pop, etc.) to all teachers with wireless access throughout our building
- Continued accreditation through the Southern Association of Colleges and Schools
- Grant recipient - \$20,000 Distinguished Arts Program Grant to infuse the arts across the curriculum

The Briggs Association of Parents and Teachers and the School Improvement Council work in concert to continue to support outstanding work at our school. Their mini grants fund many teacher initiated, enrichment activities.

Our entire school community will continue to work together to ensure that Briggs remains a wonderful place to grow and be challenged.

Martin Schmid, Principal  
Anitra Graves, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	89	42
Percent satisfied with learning environment	100.0%	80.9%	92.7%
Percent satisfied with social and physical environment	97.8%	87.5%	95.0%
Percent satisfied with school-home relations	100.0%	84.1%	90.0%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress	NO
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This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	NI
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	414	98.3	20.4	37.9	41.8	91.5	85	82.8	Yes	Yes
<b>Gender</b>										
Male	210	98.6	21.8	34.2	44	91.7	82.3	79.3	N/A	N/A
Female	204	98	19	41.5	39.5	91.3	87.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	237	98.7	12.9	33	54.1	96.6	91.7	89.5	Yes	Yes
African American	155	98.1	32.8	49.3	17.9	82.8	78.3	73.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	97.4	92.3	I/S	I/S
Hispanic	13	92.3	41.7	33.3	25	83.3	83.3	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	93	96.8	51.7	37.9	10.3	74.7	58.8	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	84.8	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	191	99.5	29.1	49.4	21.5	85.5	78.6	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	414	98.3	25.2	42.2	32.6	83.3	79	78.9	Yes	Yes
<b>Gender</b>										
Male	210	98.6	23.8	44	32.1	83.4	77	77	N/A	N/A
Female	204	98	26.5	40.3	33.2	83.2	81	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	237	98.7	18.9	38.6	42.5	89.3	88.6	87.2	Yes	Yes
African American	155	97.4	36.6	50.7	12.7	73.9	69.3	66.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	97.4	93	I/S	I/S
Hispanic	13	100	38.5	30.8	30.8	61.5	82.6	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	93	96.8	66.7	26.4	6.9	51.7	47.6	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	81.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	191	99.5	36.4	48.6	15	75.7	70.6	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	255	99.6	34.7	46.7	18.6	65.3	67.8	67.5
<b>Gender</b>								
Male	137	100	29.4	46	24.6	70.6	68.2	67
Female	118	99.2	40.5	47.4	12.1	59.5	67.3	68
<b>Racial/Ethnic Group</b>								
White	149	99.3	25.2	49.7	25.2	74.8	81.5	79.5
African American	93	100	50	46.3	3.7	50	54.2	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.4	84.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	61.3	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	61	98.4	62.1	32.8	5.2	37.9	41.4	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	59.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	116	100	49.5	43.8	6.7	50.5	55.3	55.1

**Social Studies**

All Students	252	99.2	19.7	54.6	25.6	80.3	72.3	72.3
<b>Gender</b>								
Male	121	100	22.1	47.8	30.1	77.9	71.7	71.5
Female	131	98.5	17.6	60.8	21.6	82.4	73	73.2
<b>Racial/Ethnic Group</b>								
White	144	99.3	12.6	56.6	30.8	87.4	81.7	80.7
African American	96	100	33.3	53.6	13.1	66.7	62.4	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	76.3	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
<b>Disability Status</b>								
Disabled	46	97.8	56.8	36.4	6.8	43.2	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	71.7	67.9
<b>Socio-Economic Status</b>								
Subsided meals	117	99.2	31.7	51.9	16.3	68.3	61.8	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	411	98.5	22.7	37.2	40.1	77.3	72.6	70.2	96.3	95.6
<b>Gender</b>										
Male	206	99	25	38.5	36.5	75	66	63.2	96.2	95.4
Female	205	98.1	20.5	35.9	43.6	79.5	79.3	77.5	96.3	95.8
<b>Racial/Ethnic Group</b>										
White	235	99.2	16.4	35.8	47.8	83.6	80.9	79.1	96.4	95.5
African American	152	98.7	33.8	42.9	23.3	66.2	64.1	57.6	96	95.7
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	89.1	86.2	97	97.5
Hispanic	13	92.3	41.7	33.3	25	58.3	71.6	62.6	96.1	95.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.2	68.7	96.4	95.9
<b>Disability Status</b>										
Disabled	88	97.7	63.5	27.1	9.4	36.5	30.9	26.1	95.8	94.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	20
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	66.3	61.2	95	96.1
<b>Socio-Economic Status</b>										
Subsidized meals	190	99	34.3	43.6	22.1	65.7	62.9	58.9	95.6	95

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	102	100	22.8	30.4	46.7	77.2
	4	97	97.9	25.6	30	44.4	74.4
	5	115	97.4	20	45.5	34.5	80
	6	100	98	13.5	43.8	42.7	86.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	102	99	31.5	29.3	39.1	68.5
	4	97	99	18.7	39.6	41.8	81.3
	5	115	97.4	27.3	48.2	24.5	72.7
	6	100	98	22.9	50	27.1	77.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	52	100	44.7	34	21.3	55.3
	4	97	99	38.5	41.8	19.8	61.5
	5	57	100	25	60.7	14.3	75
	6	49	100	29.2	52.1	18.8	70.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	51	100	30.4	52.2	17.4	69.6
	4	97	97.9	22.2	66.7	11.1	77.8
	5	55	100	14.8	42.6	42.6	85.2
	6	49	100	10.4	47.9	41.7	89.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	102	99	34.1	26.4	39.6	65.9
	4	96	99	24.2	39.6	36.3	75.8
	5	114	98.3	22.9	34.9	42.2	77.1
	6	99	98	10.4	47.9	41.7	89.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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